BULLETIN

SCHOOL LIBRARY ASSOCIATION *of* CALIFORNIA

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DIRECTORY

Volume 29 JANUARY, 1958 Number 2

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BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

JANUARY, 1958 VOLUME 29, No. 2

MEETINGS AND EVENTS FOR 1957 - 1958

SOUTHERN SECTION

BOOK BREAKFASTS

Chairman: Mrs. Helen Eikenbery
Place: C.T.A. Headquarters, 1125 W. Sixth St., Los Angeles
Time: 9:30 A.M.
Dates: February 1, 1958
March 1, 1958
April 5, 1958
Program: Book reviews of recent books

NORTHERN SECTION

Date: March 8, 1958
Place: Modesto
Program: Speaker — Miss Eleanor Allers
Chairman: Mrs. Ida May Edwards

Date: April 18, 1958
Place: San Francisco
Program: SLANC
Chairman: Sister Mary Alma

Place: May 17, 1958
Date: San Jose
Topic: Spring Meeting
Chairman: Edith Titcomb

Library School News

SAN JOSE STATE INSTITUTE

On Saturday, February 15, 1958, the Department of Librarianship at San Jose State College will sponsor a one-day institute planned to give students of librarianship, in-service librarians, teachers and administrators an opportunity to share experiences and to discuss problems of mutual interest related to the school library.

Featured on the program will be Dr. Richard Foster, Assistant Superintendent, Educational Services Marin County Schools and Mr. Thomas A. Koskey, author of the book *Baited Bulletin Boards.*

The afternoon program, called "Talking It Over", will feature informal discussions between librarians and teachers from the Bay Area. Elementary, junior high, and high school levels of interest will be included.

All persons concerned with library-school relationships are invited to attend. Luncheon reservations may be made by contacting the Department of Librarianship by February 12.

UNIVERSITY OF CALIFORNIA
Berkeley

Three nationally prominent librarians, complementing the resident faculty, will conduct courses and seminars toward the master's and doctor's degrees in the 1958 summer sessions of the University of California School of Librarianship, June 16-July 26 and July 28-September 6.

During the first session, Maurice F. Tauber, Columbia Univ. School of Library Service, and Miss Jean Lowrie, Western Michigan College, will offer regular courses. John S. Richards, Librarian

The Bulletin of the School Library Association is published quarterly, in November, January, March and May by the Association, at 135 Van Ness Avenue, San Francisco, California.

Subscription rates: $1.75 a year to non-members. Single copies, 50¢; Directory issue, $1.00. Membership dues are $5.00 of which $1.00 is for a subscription to the Bulletin.

Views expressed in this publication are not necessarily endorsed by the Association.

Second class mail privileges authorized at San Francisco, California.

Emeritus of the Seattle Public Library, will teach in the second session.

Admission requirements for summer session in the School of Librarianship are the same as for regular sessions. Application to the School and the Graduate Division must be made and notice of acceptance received before coming to Berkeley.

IMMACULATE HEART COLLEGE

The Graduate Department of Library Science at Immaculate Heart College is offering two courses of special interest to teachers and school librarians in the spring semester, February 7 to June 6.

Besides the general courses leading to the librarianship credential and the master's degree, School Library Administration will be given on Saturdays at 10:30 by Sylvia Ziskind, librarian at Bellflower High School. Mrs. Ziskind recently completed her sabbatical year, which she spent in traveling in Europe and writing a book for school librarians.

Sister Marie Fleurette, Head of the Department of Speech and Drama at the College, will give a course in Storytelling, on Thursdays at 4:15.

For further information contact:

Director of Library Science
Immaculate Heart College
Los Angeles 28.

SAN JOSE STATE

A special feature of the 1958 summer session program of the Department of Librarianship at San Jose State College will be a series of seminars conducted by outstanding figures in the field of school librarianship.

Featured during the seminar week will be: Dr. Louis B. Shores, Dean of the School of Library Training and Service, Florida State University and author of *Basic Reference Sources;* Mr. Robert L. Gitler, Executive Secretary of Libraries for the State of Illinois, and Miss Mary K. Eakin, Librarian, Center for Children's Books, University of Chicago.

In addition to the seminars, a regular program of summer courses will be offered by the Department. The summer faculty will include two visiting instructors: Miss Kathleen G. Fletcher of the Department of Instructional Materials, Southern Illinois University, and Mr. Bruce Munly of the Berkeley Public Library. Mr. Munly has recently returned from a year of study in Europe.

School Library Assistantships

The School of Librarianship on the Berkeley campus announces the availability for the academic year 1958-1959 of one teaching assistantship and six research assistantships.

The teaching assistantship is open to graduates of accredited library schools interested in working toward a second-year master's degree or a doctor's degree and calls for something less than half time spent on duties related to the appointment. The stipend is $1,800 for nine months. A scholarship average not less than halfway between a "B" and an "A" is required.

(Continued on Page 14)

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A Survey of California Junior College Libraries

By JOHN WETZLER

Assistant Librarian and Director of Audio Visual Education
Bakersfield College

There is a lack of current information available about California junior college library budgets and staffs. Such information is available from various sources, but not up to date enough to aid the librarian in the formulation of his budget for the coming year. This was the concensus of opinion of the librarians present at the 1957 Spring Meeting of the Library Section of the Southern California Junior College Association. Therefore, all present agreed that the secretary of the Library Section should prepare, and circulate, a questionnaire during the fall semester of each year in order to obtain the desired information. All California junior colleges were to be included in the poll. The results of the returned questionnaires were to be compiled and sent, as soon as possible after the first of the year, to all junior colleges in the state.

On November 4, 1957 two copies of a questionnaire, prepared by the secretary and 8 librarians, were sent to 67 California junior college libraries.

The contents of the 49 questionnaires that were returned are summarized below. In addition, certain apparent conclusions have been made from the compiled statistics.

The following library staff information was obtained because many of the librarians believed comparative information was needed to aid librarians in achieving higher standards with respect to faculty status, salaries, working hours and increased professional and non-professional help.

I. CERTIFICATED LIBRARY STAFF:

A. *The status of the head librarians was reported as follows:* as a member of the administrative staff in 3 schools; as a department head in 20 schools; as a coordinator in 1 school; as an instructor in 23 schools; the Dean of General College Courses acting as the head librarian in 1 school.

B. *Salary schedules for the various head librarians were reported as follows:* on the administrative salary schedule in 3 schools; on the coordinator level in 1 school; receives department head increments in 3 schools; on an 11½ month salary basis in 1 school; on the instructor's salary schedule in 41 schools. Two schools indicated they pay for extra work at night at the rate of $4.00 and $5.00 per hour respectively.

C. *Hours per work week for librarians were reported as follows:* librarians work 45 hours per week in 1 school; 40 hours per week in 15 schools; 37½ hours per week in 6 schools; 36 hours per week in 2 schools; 35 hours per week in 18 schools; 30 hours per week in 6 schools.

D. Five schools indicated they have credentialed persons, who are not professional librarians, working as librarians. The hours they work range from 5 to 40 hours per week in the 5 libraries.

E. Twenty-four of the schools indicated librarians devote some of their time to audio-visual work. The range is from 2 to 25 hours per week in the various libraries.

II. NON-PROFESSIONAL LIBRARY STAFF:

A. *Clerical help:* 44 schools indicated they have clerical help in the library. Only 10 of the schools indicated the number of full time clerical workers was greater than the number of full time librarians. Two of these 10 schools indicated the ratio of clerks to librarians is at least 2 to 1. In 3 schools the ratio of clerks to librarians is 1 to 4. The majority of the schools have a ratio of about 1 clerk to 1 librarian.

B. Twenty-three schools indicated their clerical help devotes time to audio-

visual duties. The range in the various libraries is from 2 to 64 hours per week. Four of the schools have 40 or more hours per week of clerical help devoted to audio-visual duties.

C. *Student help:* 38 schools indicated the use of paid student help in the library. One school indicated the students receive credit but no pay. The range in the various libraries is 5 to 350 hours per week. Eighteen libraries indicated at least 50 hours or more a week of student help.

Rate of pay for students: The rate of pay for student help in the library was reported by the various schools as follows: 7 schools have their rate of pay between $.75 to $1.00 per hour; 17 schools pay $1.00 per hour; 6 schools have their rate of pay between $1.00 to $1.25 per hour; 8 schools pay over $1.25 per hour. Six schools indicated a sliding wage scale. The minimum pay is $.75 per hour; maximum $1.49 per hour. One school indicated women are paid less than men.

From the above information it is readily apparent there is a wide variance in personnel policies among the various junior colleges. In addition, although approximately half the reporting schools afford the librarian a status higher than instructor, only a few of these schools pay a salary commensurate with the title. Another significant finding is the low ratio of clerks to librarians. The resulting consequences of this are obvious: first, by doing non-professional work, the librarian is forced to neglect the student who should be his primary concern; second, he is performing duties that could be done less expensively by a clerk or a paid student.

III. LIBRARY HOURS:

Many librarians expressed keen interest in the number of hours other librarians worked per week and also the number of hours the various libraries were open. They thought comparative information, as listed below, would be helpful when discussing this subject with the administration.

A. *Nights:* Night hours for librarians were reported as follows: the library is open 4 nights a week in 27 schools; it is open 3 nights a week in 1 school; it is open 2 nights a week in 8 schools. None of the schools indicated their libraries are open on Friday night.

B. *Closing time at night:* Closing time for the libraries were reported as follows: the library is open until 10 o'clock in 7 schools; until 9:30 in 13 schools; until 9:00 in 10 schools; until 8:30 in 3 schools; until 8:00 in 1 school; until 7:00 in 1 school.

C. *Saturday and Sunday:* Only 1 school indicated the library is open Saturdays and Sundays for 7½ hours on each day.

D. *Librarian on duty nights:* 23 of the 36 schools open at night indicated a librarian is on duty at that time.

The above information indicates there is a wide range in the number of hours the libraries are open and also the number of hours a certified librarian is on duty. It is impossible to say, from the information available, what hours a library should be open — faculty assignments, educational standards, and other available facilities are some of the many determining factors. However, it does seem reasonable to assume the services of a certificated librarian should be available to the students and faculty whenever the library is open.

IV. BUDGET

In discussing and comparing library finances and budgets of different schools, one very often runs into stumbling blocks in the form of different budget procedures and the kind of figures available. To make precise comparisons of the various school library budgets would require charts and lengthy discussions, all of which are beyond the scope of this article. However, the information submitted does lend itself to an approximate per pupil book expenditure for many of the schools. For purposes of comparison the minimum book budget (books, periodicals, binding and supplies) for junior college libraries as adopted by the School Library

Association of California in November, 1955 is quoted below:

$6.00 for A.D.A. of 500 or under
$5.00 for next 500 to 1,000 A.D.A.
$4.00 for next 1,000 to 4,000 A.D.A.
$3.00 for all A.D.A. over 4,000

Of the 33 schools submitting sufficient data for analysis, only 14 have book budgets that meet the above standards. Amplifying this further—3 out of 4 schools with an ADA of 500 or less, 3 out of 4 schools with an ADA between 500 and 1,000, 5 out of 14 schools with an ADA between 1,000 and 4,000, and 3 out of 14 schools with an ADA over 4,000 meet the standards quoted above.

The above statistics indicate increased funds are in order for many libraries. Allowances, however, should be made for the older established libraries where the size and adequacy of the existing book collections should be taken into consideration. In addition, increased funds should be allotted the new libraries with small, inadequate book collections.

V. STATISTICS

Librarians were asked to list the following information, covering a period of five years, on the questionnaire: indicate if stacks are open or controlled; list the total volumes in the library; list circulation statistics for outside library use, library use and overall total circulation; list the book loss for each year. It was especially hoped that significant data would be given so that a comparison could be made between book loss with the open stack system and that of the closed or controlled stack system. However, the data submitted does not warrant the formulation of conclusive findings.

A. *Open and controlled stacks:* 4 schools indicated closed or controlled stacks all five years. One school indicated a switch from open to closed stacks but did not indicate the book loss. Three schools indicated a switch from closed to open stacks. Of these three, one indicated a slight increase in book loss, the book loss in one almost doubled, and the book loss in the third almost quadrupled. The remaining schools indicated open stacks for the entire five years. It was significant that several of the schools with closed or controlled stacks in comparison with schools of like size with open stacks had an equivalent book loss. Fourteen schools did not give any information about book losses.

B. *Methods of inspecting students using open shelves:* The majority of the schools indicated that students leaving the library are not inspected or checked in any way. In some schools, the following inspection methods are used: 5 schools actually check each student before leaving the library; 4 schools do not allow brief cases or books in the stacks; 1 school has a student check system; approximately 4 schools indicated the students pass in front of the charging desk. Whether or not the above check systems are worthwhile is not readily apparent because most of the schools employing check systems had rather significant book losses.

C. *Circulation statistics:* No significant comparisons or figures can be given concerning statistics because of the lack of uniformity and the small amount of information submitted. Only 17 schools submitted fairly complete sets of statistics. Five schools did not list the number of volumes in the library. Nine schools had no circulation statistics—two of these stated emphatically that circulation statistics, in their opinions, were completely worthless.

From the information in paragraphs A, B, and C above it is apparent that open stacks versus closed or controlled stacks and the keeping of statistics are still subjects for debate. It was disappointing that more conclusive information, concerning book loss with open stacks as compared to book loss with closed or controlled stacks, was not available. Also, judging by the small number of schools submitting circulation statistics and the several adverse comments, the value of keeping circulation statistics could readily be questioned.

VI. ACCREDITATION TEAMS RECOMMENDATIONS:

Many of the librarians present at the discussions about the questionnaire thought a list of accreditation teams recommendations would be helpful when making budget requests and also while preparing for accreditation team visits. Several of the following recommendations may appear obvious but were listed because they were submitted by several librarians.

A. *Administration:*

1. There should be a faculty library committee.
2. High school and junior college libraries should be separated.
3. Avoid departmental libraries.
4. Audio-visual materials should be housed in the library building.
5. Stacks should be open to the students.
6. Reference books and materials should be made easily accessible to the students.
7. The librarian should be a member of the curriculum and instruction committee.
8. A professional librarian should be on duty all the hours the library is open — both day and night.
9. Evening services should be provided.

B. *Staff:*

1. Additional professional staff members are needed. This was a common recommendation.
2. Additional clerical help is needed to relieve the librarians for more specialized duties. This was a common recommendation.

C. *Budget:*

1. The book budget and the library budget as a whole should be increased. This was a common recommendation.

D. *Physical facilities:*

1. Additional space and improved physical facilities—light, ventilation, etc. — are needed. This was a common recommendation.
2. A reserve book room is recommended.
3. A browsing area should be provided.

E. *General library procedures—ordering, weeding, etc.:*

1. Instructors should weed the books in their subject areas.
2. Instructors should make ideal lists, in their subject areas, that they would like to see added to the library — first, second and third choices should be indicated.
3. The library staff and committee should study means and methods of: achieving an increase in student use of the stacks; a greater cooperation of the total faculty in increasing circulation; a more active interest on the part of the whole staff of the college in improving library resources from year to year; a more effective display of new books and current periodicals.
4. Periodicals should be bound.
5. The librarian as a professional person should have the authority to use his judgment in book purchases within budget limitations, providing proper administrative procedures are followed.
6. Avoid obsolescence and excessive duplication.
7. Avoid centralized ordering because of the resulting delay.

Sincere appreciation is expressed to all librarians who participated in this survey. It is hoped the above information will be helpful to librarians in their future planning. If as originally planned, this project. is continued from year to year and all California junior college libraries participate, even greater benefits will be derived.

Proposed Revision of Teacher Credentials

EDITH BOND

Teachers Professional Library
San Francisco Unified School District

For the benefit of the SLAC members who do not belong to the California Teachers Association or to other professional groups, where the proposed new plan of California credentialing has been discussed, this brief resume is presented, together with some questions which might be raised about the plan in general, and about its operation in an individual school or library.

At the present time there are fifty-nine separate credentials, obviously an unwieldy number, and in many cases partial duplication. The new Recommendations[1] provide a "licensure plan based on two teaching credentials and two advanced credentials. These four credentials are supplemented by a system of certificates for certain specific services necessary to the school program. Direct application for credentials is continued but with additional controls for personnel and professional adequacy."[2]

These four credentials would consist of *The General Teaching Credential* which entitles a teacher to teach from kindergarten to junior college and "should encompass five years of undergraduate and graduate preparation, with the alternative at the end of the bachelor's degree, of electing either to continue the fifth year or to begin teaching and complete the equivalent of a fifth year within the ensuing five years . . . *The Vocational Teaching Credential* [which] should be based upon the number of years of experience required for journeyman or technician status in a particular vocation plus a year of professional preparation designed to develop skill in teaching the trade . . . *The Pupil Personnel Credential* [which] should include a common core of preparation over the area of pupil personnel work. It should be based upon successful teaching experience with opportunities for majors in the fields of psychometry, psychology, school social work, and child welfare and attendance . . . *The Administration-Supervision Credential* [which] should be based upon possession of a General or Vocational teaching credential. It should require a year of additional graduate work to prepare a teacher to function in the role of supervisor or administrator."[3]

"Each teacher, in addition, should have started toward the attainment of knowledge in a teachable content area or areas of his own interest, and have started toward becoming a specialist in understanding a particular age group of students."[4]

Although there will be only four credentials for teachers, there are many people who, as a part of the school staff, must also have some sort of certification. School nurses are an example, as are also part-time instructors in highly specialized fields, such as ceramists, bankers, teaching only one class. For people such as this, it is proposed that the licensing be provided by the "issuance of certificates for services of persons . . . whose preparation has been outside the field of professional education. Certificates would care for adult education teachers not eligible for the general teaching credential. Also in the certificate plan would be placed professionally prepared personnel, currently licensed by the appropriate State agency, whose services are essential to instruction in the public schools but who are not involved in teaching."[5]

With any change in an existing system of accreditation there are questions which arise and details to be clarified. A few teachers, librarians, and administrators have been queried, by this writer, concerning questions they might have about the effects of this proposed plan. Some of them are presented herewith.

What can be done about misassignment? This is a question which appears to be occuring very often. Misassignment is possible now with a General Secondary

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Credential. A teacher, with an English background, could be, and sometimes is, assigned to teach algebra or physical education. The proposal plan has provided that "local adequacy in assignment may best be measured by a process of accrediting the local school program . . . Teachers themselves can assume more responsibility for properly staffing elementary and secondary schools. A teacher who willingly accepts a teaching assignment outside his area of competence is as much in error as the staff member administering the assignment. It is conceivable that local teachers associations' personnel standards committees, could be valuable supplements to the accreditation process in determining adequacy of teacher placement."[6] The responsibility and appropriateness of assignment thus rests with the local districts.

Is there a need for a fifth year for elementary teachers? The expense of training might be lessened, and the subject knowledge deficiencies better corrected by the local in-service courses which are tailored to a school system's own needs. Do in-service courses in general conflict with the proposed fifth year?

What about the special training for librarians, music teachers, physical education teachers, etc? As it is now, special credentials, if carried to the extreme, place the employment availability upon the accrediting agency instead of on the local system which sometimes may not be able to employ the teachers best suited for the work. Teachers of the mentally retarded furnish one good example.

Will part-time teachers who will operate under the proposed new certificates be downgraded? Or will the profession be strengthened by the distinction?

How and where will out-of-state training, particularly in relation to the fifth year be evaluated? The recommendation will be that the Credentials Office review the preparation of candidates.

How will it affect the adequacy of training librarians? We are now suffering from a great shortage of professionally trained librarians. This means that in some cases a teacher, serving as a librarian, will lack sufficient background in children's and young adults' literature, and a knowledge of elementary library techniques.

Can a teacher education program, which prepares for a single credential authorizing a person to teach from kindergarten through grade 14, provide the degree of specialization required in different subject areas and at different grade levels?

If the administrator is responsible for proper assignment of teacher personnel, how can he determine the qualifications of each candidate? Is his office equipped to determine what college majors and courses from a variety of colleges actually mean?

If students have the option of becoming teachers at the end of a four year Liberal Arts program, will this mean that the public schools carry additional responsibility for helping beginning teachers? Will additional help be furnished districts (or the colleges) so that this help can be given to apprentice teachers?

The above is only the briefest presentation of the major provisions in the new plan which has not yet been adopted. Discussion groups are being held throughout the State. "Widespread circulation of its report is urged by the Committee so that those affected by the recommendations may study and react to them. The complete report details sources of inadequacy in the State's present certification system."[7] The Final Report[8] of the Committee is available from the office of the local CTA headquarters.

Think about this. Discuss it with your fellow teachers and administrators. Attend the meetings which may be held in your area. Write your Bulletin Editor. BE INFORMED.

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[1] Hamilton, Charles E. Streamline the Credential System. CTA Journal 53:28-29. May, 1957.

[2] Hamilton. Issues and Opportunities. CTA Journal 53:20-21. December, 1957

[3] CTA. Northern Section. Committee on Teacher Education and Professional Standards. Credentials for Public School Service in California . . . Proposals for Revision. [San Francisco, 1957?] p. 2-3.

[4] Ibid. p. 2.

[5] Ibid. p. 3.

[6] Op. cit. 53:28.

[7] Op. cit. 53:28.

[8] Committee on Revision of the Credential Structure in California. San Francisco, 1957. 10 p.

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JUST THE **FACTS**

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School Library Consultant Services

What do state school library consultants do? From New York to the state of Washington, from the Atlantic to the boundaries of California, school library consultants in state departments of education are cooperating with groups and individuals concerned with the establishment and improvement of school libraries.

Their activities are directed toward the improvement and extension of adequate school library service throughout their states.

In 25 states, school library consultants are concerned with:	**In California (at the state level):**
Consultant Services Providing information, advice, and aid to school administrators, supervisors, librarians and teachers—on the job and in in-service education programs. Providing information, advice and aid on problems of selection, organization and use of instructional materials.	?
Book Selection Advising and providing leadership to librarians, school administrators, teachers and parent groups on book evaluation and standards for book selection and purchase.	?
Education Code Interpreting state laws and regulations regarding school libraries.	?
Certification Establishing standards for, and granting certificates to, school librarians.	Minimum requirements for the California library credential are stated in the Education Code.
In-Service Education Planning workshops and district meetings for librarians; for teachers (without library training) who have been given library assignments.	?
Pre-Service Education Working with teacher-education institutions on programs of pre-service education for teachers and librarians.	?
Interpreting the needs of the school library to the library schools and to library departments in the colleges of the state.	?

Information	
Collecting, compiling, interpreting, and publishing significant statistics on school libraries; integrating these statistics with those collected at the national level.	California *News Notes* occasionally contains some school library information.
Conducting, and participation in, research studies and surveys pertaining to school libraries.	?
Acting as a clearing-house for significant information.	?
Curriculum Development	
Providing consultant services and furnishing curriculum development materials and courses of study to groups at state and local levels.	State Department of Education has established a Curriculum Laboratory for this purpose.
Library Policies	
Interpreting to non-library personnel library needs and good library policies and practices.	?
Standards	
Evaluating school libraries and stimulating every school, elementary and secondary, to reach or exceed state and national standards.	?
Placement	
Advising with school administrators and librarians regarding placement in school library positions.	?
Personnel	
Encouraging and helping to develop professional leadership and participation at the local level.	?
School Planning	
Working with administrators and architects on basic library requirements for new school buildings.	?

(Continued on Page 32)

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Southland Features Food and Favorites

Christmas Season of the Angelenos

By HAROLD C. KIME
Associate Editor

Librarians and authors packed the halls at the beautiful Hotel Statler on December 7 for the traditional mid-winter conclave.

Food

In addition to the luncheon, generous was the mental menu for librarians. Dr. Gerhardus Holwerda of the University of Southern California elaborated at the morning gathering on the theme "Universals in Literature". He reminded the bibliophiles that they are keepers of holy things, and lauded the current accelerated move to translate the world's masterpieces into all languages.

Following lunch, Mr. Emmett Lavery, playwright and screen writer, well-known for his production, "The Magnificent Yankee", spoke on "Lost Arts". Only after the "weeding" through college years do the university libraries see the grads possess enough self-discipline to pursue book-learning when the outdoors is calling. . . . A librarian has the problem of selling his patrons on what to read, but how can the love of a book be transferred to another? If we lock up the library, and hide the key where it can be found, will anybody steal it to get back in? . . .

Favorites

So-Cal President Mary Fleck and Program Chairman Lois Fannin took charge of the sessions. Ranking officers of the C.L.A. were introduced: Miss Roberta Bowler, Miss Marjorie Rankin, and Mr. George Farrier.

An extra dividend of the day was the introduction of several authors who responded informally: Mrs. Margot Benary-Isbert, Mrs. Eleanor Cameron, Mrs. Bess M. Lasky, Mr. Leo Politi, Mr. Charles Coombs and Mr. Jonreed Lauritzen.

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Library School News (Continued)

UNIVERSITY OF CALIFORNIA
LIBRARY, LOS ANGELES

According to Librarian Clark Powell "work is going ahead on next summer's Institute, which will actually be a Workshop on Library Reporting, Written and Oral, the leaders of which will be announced as soon as final acceptances are in. Miss Rosenberg is filling Miss Ackerman's last Institute role, and Mr. Moore and I [Mr. Powell] are the rest of the committee. Miss Rosenberg went to *Alice in Wonderland* for the Workshop's title: Mean What You Say."

SCHOOL OF LIBRARY SCIENCE
UNIVERSITY OF SO. CALIFORNIA

Five evening courses will be offered in the spring 1958 semester: Introductory Cataloging; History of Books & Printing; Administration of Libraries; Bibliography of the Natural Sciences; School Library.

All classes meet 7:00-9:40 p.m. Registration dates: February 6, 7, and until noon on the 8th.

UNIVERSITY OF SAN FRANCISCO

A school library workshop will be held, under the direction of Margaret V. Girdner, at the University of San Francisco, June 30 - July 11. More information on the workshop will appear in the March issue of the Bulletin.

A.L.A. IN SAN FRANCISCO

California will be host to A.L.A. in San Francisco this summer, July 13-19. Watch the Bulletin for further announcements. In the meantime, why not make plans to spend part of your vacation in San Francisco at A.L.A.

UC Purchases the Ogden Library

The University of California acquired, recently, the 60,000 volume library of the late C. K. Ogden, known as the originator of "Basic English." The collection was purchased, upon the recommendation of Lawrence Clark Powell, Librarian of UCLA, and the Library Council of the University, whose secretary is Donald Coney, Berkeley campus librarian. The purchase price paid to the Ogden estate was $100,000.

The Ogden collection is rich in linguistics, philosophy and psychology; strong in literature and history, and contains materials on Shakespeare, Bacon, Kant, Defoe, Hardy and Montaigne. Important works of Galileo, Newton and other early scientists are included. A notable feature of the Ogden library is a large collection of dictionaries and encyclopedias—said to the the largest ever assembled by one scholar in a personal collection. It includes the first edition of the *Encyclopedia Britannica* and rare 16th and 17th century English dictionaries.

The collection, now in England, will be crated in 600 packing cases and shipped to the University of California in the near future.

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ABBREVIATIONS

ACo	Assistant Coordinator	DiL	District Librarian
AL	Assistant Librarian	HL	Head Librarian
C	Cataloger	L	Librarian
ChL	Chief Librarian	LC	Library Consultant
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CuCo	Curriculum Coordinator	TL	Teacher Librarian
D	Director	YAL	Young Adults' Librarian

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JUST THE FACTS

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Accreditation

Assisting regional accrediting agencies in the evaluation of the school library program within the state. **?**

Assisting national accreditation agencies in the evaluation of the programs of school library training institutions. **?**

The Regents of New York State created the Division of School Libraries and appointed the first school library consultant in 1904. By 1952, twenty-five states had established similar services.

The predominant pattern, for the location of school library consultant, shows the supervisor to be a member of the state department of education, and reporting to the director or chief of the division, or of the bureau of instructional materials and supervision.

(The above information is compiled from a report, *School Library Supervisors, National and State,* made by Ruth Ersted, Supervisor of School Libraries, Minnesota State Department of Education (appearing in the January, 1953 issue of *Library Trends*), and from Bulletin No. 24, 1956, of the United States Department of Health, Education, and Welfare.)

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